

The
Independent
Child's Speller



PE

1145

W33

1871

CURR

by
Madison Watson.

Ex LIBRIS
UNIVERSITATIS
ALBERTAEENSIS



INDEPENDENT
CHILD'S SPELLER:

PRINTED IN

Imitation of Writing;

WITH

ORIGINAL CLASSIFICATIONS OF WORDS, FORMATIONS OF COL-
UMNS, AND EXERCISES FOR READING, WRITING, ETC.

By J. MADISON WATSON,

*Author of the National Readers, Spellers, and Primer; The Independent
Readers; The Hand-Book of Gymnastics; Manual of Calisthenics, etc.*



A. S. BARNES & COMPANY,
NEW YORK AND CHICAGO.

Copyright, 1871, by J. MADISON WATSON.

LIBRARY
UNIVERSITY OF ALBERTA

P R E F A C E .

SUCCESS in teaching English orthography is still exceptional, and it must so continue until the principles involved are recognized in practice. Form is foremost: the eye and the hand must be trained to the formation of words; and since spelling is a part of writing, the written form only should be used. The laws of mental association, also—especially those of resemblance, contrast, and contiguity in time and place—should receive such recognition in the construction of the text-book as shall insure, whether consciously or not, their appropriate use and legitimate results. Hence, the spelling-book, properly arranged, is a necessity from the first; and, though primers, readers, and dictionaries may serve as aids, it can have no competent substitute.

Consistently with these views, the words here used have such original classifications and arrangements in columns—in reference to location, number of letters, vowel sounds, alphabetic equivalents, and consonant terminations—as exhibit most effectively their formation and pronunciation. The vocabulary is strictly confined to the simple and significant monosyllables in common use. He who has mastered these may easily learn how to spell and pronounce words of more than one syllable.

The introduction is an illustrated alphabet in script, containing twenty-six pictures of objects, and their names commencing both with capitals and small letters. Part first

embraces the words of one, two, and three letters ; part second, the words of four letters ; and part third, other monosyllables. They are divided into short lists and arranged in columns, the vowels usually in line, so as to exhibit individual characteristics and similarity of formation. The division of words into paragraphs is shown by figures in the columns. Each list is immediately followed by sentences for reading and writing, in which the same words are again presented with irregularities of form and sound. Association is thus employed, memory tested, and definition most satisfactorily taught.

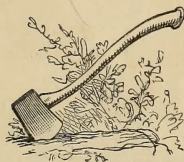
Among the novel and valuable features of the lessons and exercises, probably the most prominent are their adaptedness for young children and their being printed in exact imitation of writing. The author believes that hands large enough to spin a top, drive a hoop, or catch a ball, are not too small to use a crayon, or a slate and pencil ; that the child's natural desire to draw and write should not be thwarted, but gratified, encouraged, and wisely directed ; and that since the written form is the one actually used in connection with spelling in after-life, the eye and the hand of the child should be trained to that form from the first. He hopes that this little work, designed to precede all other spelling-books and conflict with none, may satisfy the need so universally recognized of a fit introduction to orthography, penmanship, and English composition.

NEW YORK, *October, 1872.*

THE ALPHABET.¹

A

A



a

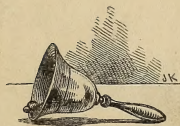
a

Ax

ax

B

B



b

b

Bell

bell

¹ The Alphabet at first should be taught with special reference to the illustrations, and not alphabetically. See page 14.

C



c

C

c

Cat cat

D



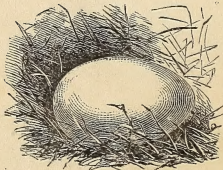
d

D

d

Dog dog

E



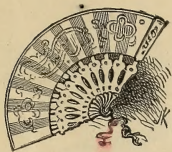
e

E

e

Egg egg

F



f

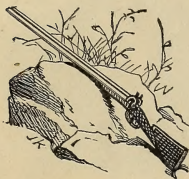
F

f

Fan

fan

G



g

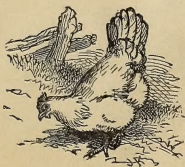
G

g

Gun

gun

H



h

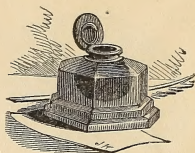
H

h

Hen

hen

I



I

i

i

Ink ink

J



J

j

j

Jug jug

K



K

k

k

Kid kid

L



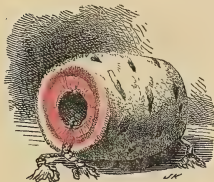
l

L

l

Lamp lamp

M



m

M

m

Muff muff

N



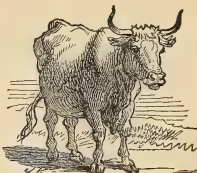
n

N

n

Nest nest

O



o

O

o

Ox ox

P



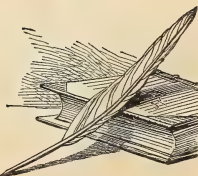
p

P

p

Pig pig

Q



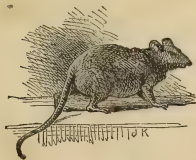
q

Q

q

Quill quill

R



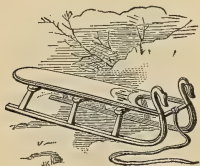
r

R

r

Rat rat

S



s

S

s

Sled sled

T



t

T

t

Top top

U



u

U

u

Urn

urn

V



v

V

v

Vat

vat

W



w

W

w

Whip

whip

X



x

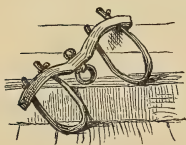
X

X

Fox

fox

Y



y

Y

y

Yoke

yoke

Z



z

Z

Z

Zebra

zebra

TO TEACHERS.

SINCE success in teaching is almost as much dependent upon the methods of imparting instruction as upon the character and classification of the material furnished by the text-book, your attention to the following suggestions is especially requested :

1. *The Alphabet* at first should be taught with special reference to the illustrations, and not alphabetically. Commence with a familiar object—for example, a *cat*: direct the attention of the child to the *picture*; then to the *word-picture*, or written word; and then to the *initial letter* of the word. In like manner, teach *a* in *ax*, and *t* in *top*. Finally, show the child that *c*, *a*, and *t* form the word *cat*. Use the separate letters and the words for copies, and teach the young learner to write them.

2. *Each List of Words* should be mastered before reading and writing the sentences which follow. Require the class to read the spelling and pronounce the words both separately and in concert; to spell orally; and to write the words, referring often to the alphabet for the exact formation of the individual letters. Ask questions and give directions which shall fix the attention and employ mental association; as, page 15, "Is *a* in all the words of the lesson? *An* is in how many words? *At*? *Am*? *As*? *Ax*? Read the words which end in *d*; in *g*; in *p*, etc." Again, page 35, "How many words end in *all*? Read the words which have *o* in them; *aw*; *au*, etc." Assign short lessons, and use the figures for divisions.

3. *The Sentences* which follow a list of words will be read by the pupils separately and in concert. The instructor will then read the exercises, and pronounce the words taken from the list, as they occur in each sentence, for oral spelling, before requiring the class to copy the lesson. When sufficient facility has been acquired, the exercises should be written from dictation. If slates are used, they may be expeditiously examined by requiring the pupils to exchange, so that each one shall become the inspector of his neighbor's work, while the teacher reads the spelling of the several words.

THREE LETTERS.

I. SHORT VOWELS.

1. SHORT A.

1.	<i>and</i>	<i>rat</i>	<i>ax</i>
<i>a</i>	2.	<i>sat</i>	<i>wax</i>
<i>an</i>	<i>at</i>	<i>vat</i>	4.
<i>can</i>	<i>bat</i>	3.	<i>act</i>
<i>fan</i>	<i>cat</i>	<i>am</i>	<i>bad</i>
<i>man</i>	<i>fat</i>	<i>ham</i>	<i>had</i>
<i>pan</i>	<i>hat</i>	<i>jam</i>	<i>lad</i>
<i>ran</i>	<i>mat</i>	<i>as</i>	<i>mad</i>
<i>tan</i>	<i>pat</i>	<i>has</i>	<i>sad</i>

bag tag lap rap
rag cap map sap

Read and Write.

1. Ax. Wax. Sap. A lap.
A map. A pan. A rap.

2. A sad man. A mad cat.
A bad act. A tan rat. I
had a rag bag.

3. A rat ran. A cat has
a bat. Put a cat.

4. A man ran at tag. I sat.
I am sad as a man.

5. I had a hat and a cap.
A man had fat ham. I had
jam. I can fan a man.

2. SHORT E.

1.	yes	peg	red	net
den	2.	vex	elm	met
hen	beg	3.	end	pet
men	egg	bed	4.	set
pen	keg	fed	get	wet
ten	leg	led	let	yet

Read and Write.

1. An egg. A leg. A wet pen. An elm peg. Get a net. A keg has an end.

2. I led a pet cat. I fed a red hen. Has a man set a hen yet? Yes.

8. Let a man beg a bed.
 Ten men met at a den. I can
 vex bad men.

3. SHORT I.

1.	win	fit	fix	if
	in	ink	hit	mix
	bin	dip	kit	six
	din	hip	sit	kid
	fin	lip	wit	is
	kin	sip	big	his
	pin	2.	fig	ill
	sin	it	pig	fib
	tin	bit	wig	rib

Read and Write.

1. *A hip. A kit. A lip.*
A rib.

2. *A big fin. A tin lid.*
A bad din. A dim pin. A
red kid.

3. *A man is ill. A mad*
cat bit him. A pig had his
wig. Did his hat fit?

4. *Bid six men sit. Fix a*
pen. Dip it in ink. Did sap
and ink mix?

5. *I hit him. I had a fig.*
I sip sap. I am in a bin. If
I fib, I sin. He is my kin.
He has wit.

4. SHORT O.

1.	pop	rod	of	rob
	ox	sip	sod	off sob
	box	top	dot	3. dog
	fox	2. hot	on	fog
	fop	nod	lot	don hog
	hop	odd	not	cob jog
	map	pod	sot	job log

Read and Write.

1. A cob. A dot. A fog.
A rod. A sob.

2. An odd job. A tin top.
An elm log. Hot sop. A box
of jam.

3. Don is in a lot. Don is
an ox. Let him jog on.

4. I hop. I nod. I am
not a fop. Did a sot sob?
Did a pod pop?

5. SHORT U.

1.	gum	fun	cut	hug
	up	hum	gun	hut
	jug			
	cup	rum	pun	nut
	lug			
	sup			
	2.	run	3.	mug
	rub	us	sun	bug
	rug			
	tub	the	but	dug
				mud

Read and Write.

1. A cup. A gun. A

*pun. A tub. A mug of gum.
A bug in a rug.*

*2. The pig dug up a nut.
The sun is up. Let us get up.
Let us hug him.*

*3. The top did hum. I
had fun. I run; but, not in
the mud. I lug a big jug. I rub
rum on the cut. I sup in a hut.*



II. LONG VOWELS.

6. LONG A AND E.

*1. ate day jay pay
age aid' gay lay say
ape aim hay may way*

2. me he ear tea
 be we she eat see

Read and Write.

1. An ear. An ape. I
 aim at a jay. It is gay.

2. Let me be. Lay me in
 bed. It is not day.

3. Say, may I aid him?
 He is of age. He has his way.
 Let him pay.

4. She had tea. We ate.
 The ox may eat hay.

7. LONG I, O, AND U.

1. ice pie dry my
 I lie by fly sky

sly few go oak toe
try new no oar low
why 2. so foe own
use O old hoe row

Read and Write.

1. Try to see the sky. The day is dry. I lie low by an old oak.

2. I own a new hoe. It is of use. My pie is on the ice.

3. O, let us go! Why not get an oar? I can row.

4. Few go so. I hit my toe. Did the sly fox fly? No.

III. THIRD VOWEL SOUNDS.

8. A, E, I, O, AND U.

1.	bar	tar	sir	two
ah	car	2.	pur	who
are	far	err	do	you
arm	jar	her	to	put

Read and Write.

1. Ah! I see a car. Two men are in it. It is not far off.

2. To err, sir, is bad. You jar my arm. You are in her way. Go on, sir.

3. Who put tar on the cat? She can pur. She is on a bar.

IV. OTHER SOUNDS.

9. A, OU, AND OY.

1. law or our now
 ant paw for out owl
 ask raw nor bow boy
 all saw 2. cow joy
 jaw war air how toy

Read and Write.

1. An ant. An owl. A
 toy cow. I saw no paw nor
 jaw. Bow and go out. How
 raw the air is! Our boy is a
 joy to all. Now ask for law
 or war.

FOUR LETTERS.

I. SOUNDS OF A.

10. A, FIRST SOUND.

1.	game	tape	safe	
	age	lame	ate	vase
	cage	name	date	wade
	page	same	fate	
	rage	tame	gate	3. lay
	sage	babe	hate	clay
wage		2. Kate	play	
came	ape	late	slay	
fame	cape	mate	ray	

bray	lane	laid	they
gray	4.	wait	bake
pray	ail	gain	cake
tray	fail	pain	lake
ace	hail	rain	make
face	jail	vain	rake
lace	nail	5.	take
pace	rail	way	wake
race	sail	sway	gave
cane	tail	stay	save

Read and Write.

1. Kate Gray is my mate.

We are the same age. We play
and race in the lane. If it rain
and hail, we can wait.

2. Tray is the name of a dog.
He may wade in the lake. Is
it safe? See the sail sway.
Get an ash rail.

3. Bake a big cake. Take
the babe, if it wake. Make the
sage tea. Put tape and lace on
the cape.

4. Men wage war. They
slay for fame. Rage and hate
save few who fail. They pray
in vain.

5. The lame man was in
pain. He lay by the gate. On

his way, I gave him a cane.
He came late.

6. Did Ann Bay rake the
hay? Yes; and an ox ate it.
He can pace. Can he bray?

7. A tame ape. A red cage.
A vase of clay. He is in jail.
His face and fate are sad. He
laid a nail on the page at the
date.

11. A, SECOND SOUND.

1.	gash	rash	grab
	ash	hash	sash
	lash	crab	act
	dash	mash	drab
			fact

2. flag lamb lack
 lap flax camp pack
 flap 3. damp rack
 slap and lamp sack
 snap band samp tack
 trap hand have bank
 bran land lad rank
 plan sand glad tank
 rag clam 4. shad
 drag swam back that

Read and Write.

1. That slab is ash. Pay

cash for the sack of samp. To dash off so is a rash act. I am glad the fact is out.

2. Our lamb did not lack. It had bran, and hay in a rack. I have hash and cake. Do not grab my cake and mash it.

3. He ate a crab, a clam, and a shad. The lad swam in a tank. Hand back my flag. Tack up the rag. Use my drab sash for a band.

4. I saw a rat drag a trap. The plan was bad. Do not slap him. Snap the lash. The gash is on the flap of his ear.

5. A man of low rank is at

the camp. He has a lamp in
his pack. The flax is damp.
I have a bank of sand on my
land.

12. A, THIRD SOUND.

1. ark bark hard

art dark barn lard

cart hark darn yard

dart lark yarn.

3.

Hart mark car bath

part park scar path

tart

2.

Carl arm

star

bar

card

farm

harm calm calf gape
balm palm half harp

Read and Write.

1. A man of art. A cart
of sand. A jar of lard. A
palm fan. A hard path. Eat
a tart. Is a car an ark?

2. Carl Hart is on a farm.
A dart made a mark, or scar, on
his arm. He had balm. A
calf is in the yard by the barn.
Bar the gate.

3. The day was calm. It
was dark in the park. I saw a
star. Get my card. You gape.

Did a bath harm him? Dogs
bark. My part is a half.

13. A, FOURTH SOUND.

1. talk corn dawn

all walk horn fawn

ball 2. for - lawn

call war form draw

fall ward fork gnaw

hall warm cork thaw

tall wart 3. hawk

wall want law Paul

salt born claw Maud

Read and Write.

1. Law is for all. Men fall out and talk of war. We want salt and corn. I had a fork, a cork, and a horn.

2. Paul Ward was born at the Hall. The day is warm. Maud may call, at dawn. She saw the claw of a hawk. Did a rat know our wall?

3. That tall man has a wart on his hand. My ox can draw. See him walk. My fawn is on the lawn.

4. Thaw the ice. It is in the form of a ball.

14. A, FIFTH AND SIXTH.

1.	bare	2.	cast
air	care	ask	fast
fair	dare	cask	last
hair	rare	task	past
lair	tear	ant	raft
pair	wear	pant	pass

Read and Write.

1. An ant. A rare fox has a lair. It is half=past six. At last we may cast off all care. I saw a cask and a raft in the lake. The raft is for us.

2. The air is warm. I see

a pair of bare arms. Pass on.
 I dare to go fast. We pant at
 our task. The fair lad has red
 hair Ask him not to tear nor
 wear my hat.



II. SOUNDS OF E.

15. E, FIRST SOUND.

1.	rear	leap	neat
	ear	year	2. seat
	dear	leak	eat east
	fear	weak	beat each
	hear	beam	heat ease
	near	heap	meat bean

lean	deer	seen	beet
mean	peel	keen	meet
3.	deep	deed	meek
leaf	keep	feed	peek
lead	weep	heed	week
mead	4.	need	glee
read	see	weed	free
meal	seed	5.	knee
veal	seek	bee	here
zeal	seem	beef	mere

Read and Write.

1. I hear a bee. It is near

my ear. Here you can see it.
Do not heed nor fear it. It is
a mere fly.

2. A weed. A bean. A
red leaf. A heap of beet seed.
Do not eat the peel. Meal is
not dear. Is that lean meat
beef, or veal?

3. That meek man was weak.
He had no zeal. He was seen
at the rear. His seat was a
beam. He sat at ease. You
need not seek him. Go east.

4. The deer are free. They
feed on the mead. They are knee-
deep in the lake. They leap and
run. They meet at the peak.

5. Heat made the pan leak.
 It was a bad deed. Do not
 weep. Be neat. It is a day
 of glee. It is the last week of
 the year. The air is keen. Let
 each read. You seem to lead.
 We mean to beat you.

16. E, SECOND SOUND.

1. bent tent tell

end cent went well

bend dent next

2.

lend lent bell led

mend rent fell bled

send sent sell fled

sled	less	jest	neck
held	mess	nest	peck
shed	help	pest	stem
then	left	rest	them
when	debt	vest	dead
wren	kept	west	deaf
belt	wept	edge	head
felt	3.	self	lead
melt	best	desk	said

Read and Write.

1. A wren has her nest near the end of a stem. See her head and neck at the edge. When

best, you may tell the rest. Then send a lead ball to my tent.

2. John West was sent to help me. We fell out. He went off and left me in debt. He fled. I wept. He kept my bell, my belt, and my sled. I said in jest, "Keep them, you pest."

3. He led the cow to the shed. She felt well. He fed her a peck of meal for a mess. The next day she was dead.

4. Melt the fat. Mend the rent in my vest. Lend less. The deaf lad lent not a cent. He held all for self. He bent my pen. He made a dent in a desk.

17. E, THIRD SOUND.

1.	earn	2.	curd
fern	bird	word	curl
herb	dirk	work	fur
herd	dirt	worm	hurt
jerk	firm	blur	turf
pert	girl	burn	turn
term	stir	curb	urge

Read and Write.

1. Fern is an herb. The
 herd fed on the turf. Urge the
 girl to work. Jerk the pert boy.
 Did he blur the word? The

term is past. Turn and stir the
hay, and then rake it.

2. A firm man. A bird
ate a worm. I ate curd. The
curb kept out dirt. Furl the sail.
Curl the dirk. Curl my hair.
Earn cash. Burn gas. Hurt
no one.

III. SOUNDS OF I.

18. I, FIRST SOUND.

1.	nice	ride	life
	ice	rice	side
	dice	vice	wide
	mice	hide	fife
			wife
			high
			nigh

sigh dime fine hire

sign lime line mire

2. time mine tire

like pint nine wire

pike 3. pine rise

mild bind vine wise

wild find wine bite

file kind ripe kite

mile mind pipe dive

pile rind wipe five

tile wind 4. hive

vile dine fire size

Read and Write.

1. I like ice. A ripe lime is nice. Dice and wine lead to vice. Five mice hide in a pine box. Buy rice. Pay a dime for a pint of it.

2. The wise man is mild. Hide by his side. His wife is kind. The vile man had a pipe. Read that wide sign. It is a mile off. I find a wild bee nigh our hive.

3. See my kite rise and dive. Wind up the line. It is time to dine. The fire is high. Fry a pike of big size. May I hire a fife? Can you file a wire?

4. A tile. A rind. A vine.
 A pile of dirt. A fine mind.
 Nine men run for life. Dogs
 bite and tire an ox. See him in
 the mire. He is mine. Bind
 up the cut. I sigh. Wipe my
 hand.

19. I, SECOND SOUND.

1.	mill	silk	pick
ill	pill	gift	sick
bill	rill	lift	tick
fill	till	sift	wick
hill	will	2.	inch
kill	milk	kick	rich

itch thin grin risk

rim been shin lisp

brim king 4. fist

grim ring clip hist

prim sing slip list

trim wing chip mist

skim hint ship limb

slim lint skip limp

swim mint whip

whim tint dish kink

3. spin fish link

skin chin wish mink

pink	pit	drip	kiss
sink	spit	grip	miss
wink	wind	trip	this
flit	give	rib	twit
slit	live	crib	knit
grit	6.	slid	with
quit	rip	hiss	pith

Read and Write.

1. Miss Fish is ill. Kiss
the sick babe. Give it a pill.
I wish it to live. Hear it hiss
in its crib. Skim the milk.
Fill a dish to the brim. Will
it drip?

2. A bird is on a limb. Did it flit on the wing? Did it sing, or hiss? It can pick up a worm with its slim bill. A mink is in a rill by the mill. It can sink or swim. Kill and skin it.

3. My rich silk is pink. This ring is the gift of a king. I risk all in grim war. The ship on her trip is trim. The wind may lift the thin mist.

4. Spin and knit. Sift meal. Clip the wick. Quit work. Whip my top. I slid on a hill. You limp and slip. What whim led you to wink, grin, and spit? Do not kick his shin.

5. A fist. A firm grip.
 An inch link. A red tint. A
 bed tick. Eat mint. Did the
 prim girl skip and play? Is
 pith hard? Grit and lint made
 my hand itch. A chip made a
 slit in her chin. He had been
 off till then. Hist! do not hint
 at it.

IV. SOUNDS OF O.

20. O, FIRST SOUND.

1.	cold	hold	told
	old	fold	mold
	bold	gold	sold
			note

vote show rope boat

robe snow door coal

joke row 3. coat

yoke crow more coax

colt grow tore foam

jolt roll wore goat

2. comb pork loaf

low home nose oath

blow bone rose oar

flow tone host roar

glow hope most soak

slow mope post soap

Read and Write.

1. My goat wore a yoke.
The rope and post will hold the
colt. Fold my note. I sold both
pork and soap. The bold man
had gold. Can he coax you to
vote for him?

2. Use a low tone. Hear the
cold wind roar. It will blow
the snow. See the foam fly and
the boat roll. Do not mope, nor
try to row with one oar. Go home.
Get a warm robe. Put on more
coal. See it glow.

3. An old crow. A slow ox.
A bone comb. A big nose. A

host of men. Soak the loaf.
 Did it mold? I hope to hear
 no oath. He tore my coat. He
 told most of the tale in joke.
 Show him the door.

21. O, SECOND SOUND.

1.	trot	clog	doll
	lot	dock	flog
	blot	lock	fog
	clot	mock	pond
	plot	rock	clod
	shot	sack	shod
	spot	log	knob
			loss
			moss

toss song shop knot
cost 3. slop wand
lost from crop wash
gone moth drop wasp
gong pomp prop swan
long chop stop what

Read and Write.

1. A clot of mud. A clod
of turf. A long log. The knob
of a lock. See the moth fly.
The wasp is gone. Hit the gong.
Sing a song. Tie a knot. Chop
the ash. Toss a ball. Who shod

the ox? Did he trot? See him
loll in the lot.

2. Stop at a shop. Buy a
doll. Wash the babe. It lost
a sock. You clog my pipe.
You mock me. You are too fond
of pomp. He had a fine crop
from that plot of land. What
will a lot cost near the spot?

3. You stop the ink and blot
the leaf. Pay the loss. Did he
flog you with a wand? Do
not drop the prop. The ship is
at the dock. He shot a frog.
Soft moss is on the rock. A
swan swam in the pond.

22. O, THIRD SOUND.

1.	boot	2.	root
lose	cool	moon	soon
move	coop	noon	your
whom	food	pool	rude
shoe	fool	poor	rule
drew	hoof	roof	sure
grew	hoop	room	true

Read and Write.

1. A poor fool drew a hen from a coop. Let him move on. He has a shoe and a boot. He will soon lose his way. From

whom had he food? See the
moon from my room near the roof.

2. Your ox has a big hoof.
That root grew near a cool pool.
The rude boy had my hoop, at
noon. I am sure the rule is true.



V. SOUNDS OF U.

23. U, FIRST SOUND.

1.	fume	mule	chew
blue	fuse	muse	news
cube	glue	mute	stew
cure	huge	tube	view
dupe	June	tune	suit

Read and Write.

1. View the blue sea. A cube has six sides. Fuse or melt the glue. Cure the mute man. The news made him muse. Use the mule in June. Stew the meat and chew it well. See the dupe fret and fume. A tune from this huge tube will suit you.

24. U, SECOND SOUND.

1. duck dusk tusk
much luck husk sunk
such suck musk cull
club tuck rusk dull

gull	plum	3.	bump
hull	scum	dust	jump
hull	swum	just	hump
2.	shun	must	pump
buff	plug	rust	once
cuff	snug	hunt	done
muff	hung	shut	none
puff	gush	tuft	love
buzz	hush	dumb	dove
drum	thus	numb	does

Read and Write.

1. John Hunt had done much.

A just man must love such a son. He was deaf and dumb. He had swum the bay. At dusk, his arms were numb. He sunk at once. Let none shun the spot.

2. A buff cuff. A puff of wind blew dust on her muff. My drum hung near. The gush from the pump took off the scum. I hit the plug with a club. Did the dull ax rust?

3. I was in luck. I had a rusk and a plum. Shut the door. I jump thus. The bump made a hump. Tuck up the bed.

25. U, THIRD SOUND.

1.	push	2.	rook
bull	wolf	book	took
full	good	cook	wood
pull	hood	hook	foot
bush	wood	look	soot

Read and Write.

1. Push the cart. It is full of good wood. The bull can pull it. Look at the rook on that bush. A wolf took a lamb. See the wood, and the mark of his foot. Soot was on the hook. The cook had my book.

VI. OTHER SOUNDS.

26. OI, OU, AND OW.

1.	toil	2.	gown
boil	join	hour	fowl
roil	loud	sour	howl
soil	pout	down	plow

Read and Write.

1. Boil the fowl. Join the men who toil. Plow the soil. Do not roil the sour wine.

2. I hear a loud howl. The dog tore her gown. Did she pout? Lie down for an hour.

MORE LETTERS.

I. SOUNDS OF A.

27. A, FIRST SOUND.

1.	<i>Grace</i>	2.	<i>grain</i>
<i>bathe</i>	<i>grape</i>	<i>skate</i>	<i>paint</i>
<i>blade</i>	<i>haste</i>	<i>slate</i>	<i>quail</i>
<i>blame</i>	<i>Games</i>	<i>slave</i>	<i>snail</i>
<i>blaze</i>	<i>place</i>	<i>snake</i>	<i>stain</i>
<i>brave</i>	<i>shade</i>	<i>spade</i>	<i>skein</i>
<i>change</i>	<i>shake</i>	<i>chain</i>	<i>praise</i>
<i>chase</i>	<i>shame</i>	<i>rain</i>	<i>plague</i>
<i>flame</i>	<i>shape</i>	<i>drain</i>	<i>strange</i>

Read and Write.

1. *Games is brave. I saw him chase a snake near a grape=vine.*

Do not praise nor blame him.
 It is a shame to plague him.
 They stain, or paint, the barn in
 a strange way. We bathe in a
 place of shade. The slave made
 a drain with my spade.

2. The snail was in a flame,
 or blaze. See the quail shake
 the blade of grain. Change the
 shape of g, on the slate. Grace
 made a chain with a skein of
 silk. She can skate.

28. A, SECOND SOUND.

1.	plank	hatch	2.
black	thank	match	bland
crack	shall	scratch	grand
track	catch	snatch	stand

cramp plant strap smash
stamp scrap flash thrash

Read and Write.

1. Scratch a match. See it
flash. The boots cramp my feet.
Stamp on the plank. Catch the
black hen. Give her a scrap.
Do not smash the egg. She
will hatch it. A grand hill.
A bland wind. Crack the whip.
Do not stand on the track. Plant
corn. Thrash rye. I shall
thank you.

29. A, THIRD SOUND.

1. starve scarf parch
carve salve march starch

charge	gnarl	start	laugh
large	snarl	spark	heart
charm	chart	sharp	hearth
psalm	smart	wrath	guard

Read and Write.

1. Carve the meat. The large blade is sharp. Parch corn. They start in our charge. None can starve on the march. Put salve on the cut, if it smart. Starch the scarf.

2. To gnarl is to snarl and show wrath. Did the spark burn the chart? Sing a psalm. Her laugh will charm your heart. Guard our hearth.

30. A, FOURTH SOUND.

1.	swarm	2.	thorn
scald	warmth	crawl	storm
chalk	caught	shawl	cough
stalk	taught	straw	trough
small	cause	George	bought
stall	fault	horse	fought
false	sauce	north	sought
quart	broad	short	thought

Read and Write.

1. Scald a quart of milk. A swarm of bees is on a short stalk. George bought chalk and taught me to use it. The small boy sought to hide his fault. He used false words. I thought they fought for a good cause.

2. I cough. The storm is north. Get a shawl for her broad back. Talk of warmth. I caught the horse and put straw in his stall. Worms crawl on the thorn. The sauce is in a trough.

31. A, FIFTH AND SIXTH.

1.	scarce	staff	clasp
flare	chair	chance	grasp
glare	there	dance	brass
scare	where	glance	class
share	swear	prance	glass
spare	their	branch	grass
square	chaff	flask	blast

Read and Write.

1. The blast made the fire

flare and glare. Do not scare
 their horse. See him prance in
 the square. The class dance on
 the grass. The clasp is brass.
 The flask is glass. Where is my
 chair? Out there. Cake is scarce.
 I will spare my share. Do not
 swear. Grasp the staff. At a
 glance, I saw the chaff fly and
 the branch sway.

II. SOUNDS OF E.

32. E, FIRST SOUND.

1.	reach	dream	clear
these	teach	stream	2.
beard	speak	clean	please
peach	cream	cheap	beast

bleat	check	sleep	breeze
cheat	kneel	sweep	sneeze
wheat	wheel	cheese	field
leave	green	sheet	fierce
fleece	3.	street	niece
three	sheep	sweet	piece

Read and Write.

1. Teach these three boys to speak a piece. The sweet breeze made the green wheat wave. That fierce beast has a beard. My sheep has a clean fleece. Hear it bleat. Leave it in the field by the clear stream.

2. A red cheek. Cheap goods. Cheat none. You sneeze. Hear

the wheel in the street. Please to
 reach me a peach. Eat cream and
 cheese. My niece will sweep.
 Get a sheet. I sleep and dream.
 Kneel at her feet.

33. E, SECOND SOUND.

1.	shelf	2.	bread
bless	shell	fresh	thread
cress	smell	speck	spread
dress	spell	spend	death
guess	twelve	chest	health
press	bench	depth	wealth
sense	quench	strength	breast
fence	stretch	length	breadth

Read and Write.

1. We bless the Lord for health,

wealth, and strength. Spend less
for dress. Eat cress and fresh bread.
Quench the flame. Do not guess,
when you spell. What is the
length, breadth and depth of the
chest? Stretch the thread. The
news of his death spread. Twelve
girls shell peas on a bench by the
fence. His sense of smell is lost.
Not a speck is on the shelf.
Press the babe to your breast.

34. E, THIRD SOUND.

1.	learn	2.	worth
clerk	search	shirt	church
serve	birch	skirt	churn
earth	chirp	whirl	nurse
heard	first	world	purse

Read and Write.

1. Search for my purse. Pay
 the clerk for the shirt and the
 skirt. Our nurse will first churn.
 Whirl a top. Learn the worth
 of the church. Serve the Lord
 on earth. The world is His. I
 heard a bird chirp in the birch.

 III. SOUNDS OF I.

35. I, FIRST SOUND.

1.	slide	right	2.
price	knife	tight	while
spice	bright	strike	climb
twice	fight	child	blind
guide	light	smile	grind

shine	quite	write	prize
Christ	white	drive	scythe

Read and Write.

1. What is the price of spice?
See the bright light shine. You
smile while I write. The child
may climb the hill and slide down
twice. They strike and fight.
Grind the knife and the scythe.
The prize was a white horse. If
you drive, hold the rein quite tight.
Did Christ heal the blind? He
will guide us in the right way.

36. I, SECOND SOUND.

1.	quick	thick	quill
brick	stick	bridge	still

since	swing	think	twitch
bring	thing	which	sieve
spring	drink	switch	build

Read and Write

1. Build a brick bridge. Since then, I drink at the spring. Bring a quill, a swing, and a thick stick. I still think a sieve is the thing which I need. Twitch the switch quick.

IV. SOUNDS OF O.

37. O, FIRST, SECOND, THIRD.

1.	smoke	rogue	force
choke	scold	stone	sport
stove	roast	floor	though
cloak	toast	throw	close

2.	strong	3.	spoon
block	wrong	prove	choose
clock	cloth	whose	youth
flock	squash	school	truth
knock	watch	broom	fruit

Read and Write.

1. *Toast may choke the babe.
Though the stove smoke, roast the
beef. Did the strong rogue throw a
stone block? Scold the youth, if
he knock at the wrong door in sport.
Buy a cloth cloak. Whose spoon
is on the floor? Watch the flock.
Is squash a fruit? Close the
school clock. You force us to
prove the truth.*

V. SOUNDS OF U.

38. U, FIRST, SECOND, THIRD.

1.	brush	tongue	young
	flute	thrush	month
	plume	crust	glove
	judge	trust	blood
	thumb	sponge	touch
			would

Read and Write.

1. You should trust the young.
 Clean the blood off the thumb of
 the glove with a sponge. The
 judge could play the flute. I ate
 a crust and some tongue. She
 would brush the hat. Touch the
 plume of a thrush. The brook
 may dry up in a month.

VI. OTHER SOUNDS.

39. OI, OU, AND OW.

1.	cloud	found	house
broil	shout	round	mouth
choice	trout	ground	south
voice	count	hound	brown
joint	ounce	pound	crowd
point	bound	sound	growl

Read and Write.

1. Broil a choice joint. The brown hound found us. With his mouth to the ground, hear his growl and the sound of his voice. See him bound round the house at the shout of the crowd. Point at the cloud in the south. We ate a pound and an ounce of trout.

Date Due

[illegible]

PE 1145 W33 1871

WATSON J MADISON JAMES

MADISON 1827-1900

INDEPENDENT CHILD S SPELLER

39389867 CURR HIST



000006929251

PE 1145 W33 1871

HISTORICAL

COLLECTION

Watson, James Madison, 1827-1900.

Independent child's speller :

0295168T CURR

Watson's
Independent Series.

Independent Primary Readers.

Independent Second Reader.

Independent Third Reader.

Independent Fourth Reader.

Independent Fifth Reader.

Independent Sixth Reader.

SCRIPT SPELLING-BOOKS.

Independent Child's Speller.

Independent Youth's Speller.

A. S. Barnes & Co.,

New York and Chicago.